**VOLUME**

**LESSON REFLECTIONS**

**KIM NELSON**

1. **What was your favorite part of the lesson and why?**

The rice activity and the video/song were the two favorites from this lesson. Seeing the words with the song was very helpful to the students.

1. **How effective was the lesson in meeting the objective? What was most effective?**

The reliance on cooperative learning caused this lesson to be highly effective. The students experienced a physical representation of the relationship between the volume of the cone and the volume of a cylinder (similar proportions). They could easily make the connection that the cylinder was 3 times that of the cone.

1. **What parts of the lesson would you change? Why?**   
   Some of the formulas were hard for students to understand. The use of a liquid medium would more accurately demonstrate the 3:1 volume relationship between cone and cylinder since there would be no air pockets as there is with the rice granules.
2. **Were there any parts that needed more explanation or time? How did you handle these situations?**   
   The powerpoint was rather lengthy and would have been more effective if this presentation could have completed over two days rather than the one lesson block we had allotted. Additional time was needed to explain/discuss the geometric formulas used during this lesson.
3. **Did your students find the lesson meaningful and worth completing?**

The act of pouring rice into the cone and then repeating that process three times to fill the cylinder was a powerful method to demonstrate the volume relationship between the two solid figures. Several teachers noted the real-life application students made to understanding the concept of volume in general (i.e. volume as measured in cereal boxes, canned goods, etc.).